

Ravensthorpe Primary School



Positive Relationships and Behaviour Policy

November 2022

Our positive relationships and behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.

1. Vision

Our vision is for every member of our school community to:

- Be inspired to EXPLORE and discover new skills and learning habits in a creative and safe environment.
- Develop a positive attitude towards learning, work well with others and aim to SUCCEED in all that they do.
- Grow into respectful, caring, independent people with the enthusiasm and confidence to SOAR into their future.

2. Aim of the Policy

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To develop pro-social behaviour, we encourage all children to EXPLORE by developing their self-esteem and respect for others and their environment, both within the school and the wider community.
- We aim to help children SUCCEED by promoting meaningful and effective learning in a positive and friendly atmosphere where children learn to make the right choices for right reasons and behave pro-socially.
- All aspects of this policy apply equally to everyone to ensure that everyone can SOAR, regardless of sex, race, religion or belief, disability or sexual orientation in line with our duties under the Equalities Act 2010.

3. Purpose of the Policy

The purpose of this policy is to guide teachers, pupils and parents on our restorative, relationship- focussed and therapeutic approach to behaviour management. This will allow the pupils at Ravensthorpe to enjoy a calm and caring environment which will support every child both emotionally and educationally to give them the best possible chance to SUCCEED.

Our Positive Relationships and Behaviour policy is not primarily concerned with rule enforcement, but is a tool used to promote positive relationships with peers and adults with the common purpose of helping everyone learn in a nurturing, empathetic and respectful environment. Consistency, and clear, calm adult behaviour underpins this. Pro-social behaviour refers to social behaviours that are intended to help others (e.g. helping, sharing or co-operating) and behaviours that conform to rules and/or are socially acceptable.

4. Consistency of Approach

In implementing this Positive Relationships and Behaviour policy Ravensthorpe Primary acknowledges the need for consistency.

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: ensuring “certainty” at the classroom and Senior Leadership level. Teachers taking responsibility for behaviour interventions and management seeking support as necessary.
- Consistent positive reinforcement: routine procedures for reinforcing, praising, encouraging and celebrating.
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for difficult behaviours.
- Consistent expectations referencing promoting pro-social behaviour.
- Consistent respect from the adults for ALL children to build positive relationships and trust.
- Consistent role modelling from all adults and explicit teaching of pro-social behaviour (we never assume that children know how to behave pro-socially)
- Consistently reinforced rituals and routines for behaviour: in classrooms, in play spaces, in corridors and outside of school.
- Consistent use of Behaviour Steps strategies, plans and tools to support children demonstrating, anti-social (difficult and/or dangerous) behaviour.

To support this consistent approach, we have adopted the Ravensthorpe Primary School (RPS) Way

- Be Respectful
- Be Prepared
- Be Safe



In doing this, staff will encourage pupils to reflect on how we ‘explore, succeed and soar’ and ‘unlock potential’ in our school community

All staff will:

1. Meet and greet children at key transition points every morning.
2. Refer to the RPS Way- the behaviours they expect to see and link to High Performance Learning Values, Attributes and Attitudes.
3. Model positive behaviours, and build relationships.
4. Establish clear expectations in their classroom
5. Give children a purposeful, broad, balanced curriculum with a high level of challenge with low threat along with appropriate levels of support ensure that the classroom's physical environment:
6. Ensure the classroom environment is organised to encourage independence and initiative; designed to aid accessibility for all learnings including those with Special Educational Needs and disabilities; displays are used to support children's learning and value the achievements of all.
7. Use Class Dojos to recognise pupils who are adhering to the RPS Way and HPL Values, Attributes and Attitudes across the school.
8. Be calm and "give take up time" when going through the steps to success.
9. Follow up every time, retain ownership and engage in reflective dialogue with learners.
10. Never ignore or walk past learners who are not adhering to school rules.
11. Develop positive relationships with parents, involving them in their child's positive and negative choices.
12. Use Behaviour Steps strategies, tools and approaches to support those children who behave in an anti-social, difficult and/or dangerous way.

Senior Leaders will:

1. Meet and greet learners at the beginning of the day
2. Be a visible presence across the school and especially at transition times
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations
4. Regularly share good practice
5. Ensure staff behaviour management training is up to date
6. Support staff in managing learners with complex anti-social behaviours through the Steps approach
7. Monitor school wide behaviour policy and teacher practice
8. Regularly review provision for learners who may need additional support.

Pupils will:

1. Be Respectful
2. Be Prepared
3. Be Safe

Parents / Carers will:

1. Encourage independence and self – discipline, to show an interest in all that their child does in school
2. Foster good relationships with the school and support the school in the implementation of this policy
3. Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
4. Sign our Home-School agreement, that is based around the Peterborough Keys Academies Trust Keys: personal best, leadership, learning, opportunity and community. They form a central part of our curriculum and are displayed in classrooms and in other areas of the school. It is important that children and parents understand their rights and responsibilities that go along with these (see Home School Agreement)

5. Getting the Basics Right

Visible Consistency makes everyone feel safe. These simple consistencies are key to the success of the policy and need to be adhered to by all staff.

Before school	Children enter school and make their way to their classrooms in a calm, orderly way. There will be an activity for every child to engage with in their classroom while they wait for the register to be taken.
Welcoming children	At the start of the day, children should be welcomed into school and into the classroom. This includes the SLT being visible in the playground and staff standing at their Entrance doors and gates/ classroom door.
In Classrooms	Teachers will remind children of the RPS Way, including ensuring it is visible within the classroom. Visual guides will be available for EYFS/Key Stage 1 with older children signing a 'class charter' at the start of the year. The RPS Way will be referred to daily and children rewarded for following it (Class Dojo)
Playtimes/ end of lunchtimes	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into school
Assemblies	Children need to come into assemblies in silence. It is the Class teacher's responsibility to ensure this. Children should remain silent throughout the assembly unless asked to participate/ sing etc. Staff should predict if pupils will struggle to maintain behaviour standards and prevent difficult situations by organizing alternative options or additional support in the hall.
In the corridors	Children are expected to walk safely in the corridors
In the playground	Children to be reminded of the RPS Way when playing.
At lunchtimes	Children should stay in zoned areas for various activities. Designated staff and Pupil Playground leaders support activities.
Dining room	Children should enter quietly and remain quiet and calm whilst queuing. Pupils should use quiet voices to talk to pupils in immediate vicinity only once sat down. Staff should predict if pupils will struggle to maintain behaviour standards at lunchtime and prevent difficult situations by organizing alternative options or additional support in the dining hall.
After School	No unsupervised games/ cycling etc . All children, including those with permission to walk home on their own, should exit the school site calmly and promptly.
At home/ online	Parents can use the RPS Way at home to support children to make positive choices, especially when playing or working online. Anti-social behaviour online involving pupils at school should be reported in confidence.

6. Recognition and Rewards for Effort and Pro-Social Behaviour

We want children to learn to take responsibility for their own learning and behaviour. One way in which we teach children about this is through the teaching of the Peterborough Keys Academy Trust Core Principles (Our 'Keys'), which are celebrated through our weekly 'Feelgood Friday Assembly' and through High Performance Learning (HPL). We encourage children to challenge themselves, take risks and try new things through our High Performance Learning 'Values, Attitudes and Attributes':



We recognise and reward learners who go consistently meet our standards. We wish to give recognition to pupils who go 'Over & Above' too. 'Over and above' behaviours include consistently exhibiting our school values, impacting the wider school community and being excellent role models/ High Performance Learners

Classroom Level:

1. Verbal praise for choices
2. Class Dojo Points for adherence to school rules/ HPL. Dojo points are allocated to our House Teams each week, with House Competitions organised to earn more 'bonus' points.
3. Rocky Reward Time each week/ month depending upon age (linked to reaching an agreed number of Dojo points)
4. Praise stickers/HPL postcards from Class Teachers or Senior Leaders.
5. Phone calls home to parents. Name in weekly newsletter together with a text home.
6. Feelgood Friday Assembly – our Friday assembly celebrates positive behaviours and achievements linked to HPL Values, Attributes and Aptitudes (VAAs), as well as the HPL Advanced Cognitive Performance characteristics (ACPs) and to the PKAT Keys. This is an opportunity to celebrate behaviour and achievement both in and out of school.

School Level:

1. Each half term, a child will be nominated by each teacher to receive the 'Explore, Succeed and Soar' award. This will be presented in assembly with the winner keeping the trophy in their classroom. A photo of the child and the trophy will be featured in the newsletter with parental consent.
2. The Headteacher/Assistant Head can give awards based on children's use of the RPS Way or HPL VAAs and ACPs. A termly 'Rocky Reward' session involving a separate reward afternoon (for example a Hot Chocolate or session in the Community Garden) for those children who have consistently gone 'over and above' in relation to their effort and attitude is also timetabled
3. Our End of Year Leavers Assembly will celebrate effort and attitude. Trophies and certificates will be presented to at least one child per class. Five children across the school with the highest Dojo Point score will receive a Headteacher Award (usually a hard back book e.g. atlas.)

7: Managing Behaviour in the Classroom

There are many ways that teachers and other school staff can keep the behaviour in the classrooms positive and to reduce the occurrence or disruptive, difficult or dangerous behaviours. Where difficult behaviours can be predicted, teachers should plan strategies to minimize or prevent these.

Circle Times

Every class holds a weekly circle time meeting with the class teacher. The purpose of these meetings is to ensure each child feels that they are a valued and committed member of the class. Through shared discussion and co-operative games and activities each child has the chance to contribute and should feel listened to. These meetings also offer the chance to model and teach children pro-social ways to behave and to address concerns that the children may have in relation to learning or friendships.

PHSE

We follow the Cambridgeshire PSHE Service Personal Development Programme. PSHE is a highly valued area of the curriculum and is taught across all year groups on a regular basis, as well as through assemblies. These lessons include explicit teaching of pro-social behaviours and includes self-esteem and confidence building, thinking independently and making assessments of risk based on the children's own judgements. These sessions will also cover important issues such as bullying and online safety.

Reducing stress and anxiety

Children cannot learn if they are feeling stressed or anxious, so we children to regular opportunities to learn how to 'de-stress' across the curriculum e.g. learning outdoors including through Forest School, opportunities for children to make choices about their learning and pursue their own interests and mindfulness activities.

Class Dojos and classroom level rewards


Class Dojos are used to reward adherence to the school rules through the 'little things.' Dojos are used simply with positive points being awarded to pupils.

Staff can choose and apply a range of strategies from the Positive Relationships and Behaviour handbook e.g. 'Public praise and private criticism' - 'Three positives before a negative' - 'Catch them doing the right thing.'

Practical Steps in Managing and Modifying Difficult Behaviour

Engaging with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should always and consistently in every lesson be praising the behaviour they want to see. All learners must be given "take up time" in between steps – allowing pupils the time and space to reset their behaviour. It is not possible to leap or accelerate steps for repeated low-level disruption. Learners are held responsible for their behaviour. **Staff in the vast majority of situations will deal with behaviour without delegating.**

Steps to Success



Step 1	Redirection	Gentle encouragement/guidance based on your relationship with that child.
Step 2	Reminder	A reminder of the rules, delivered privately wherever possible (use 30 second script to help – Appendix 1). This does not mean taking the child out of the room.
Step 3	Last Chance	Verbal caution delivered privately (use 30 second script to help), if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
Step 4	Time Owed	If the pupil still does not engage, use the 30-second script. 'You now owe me two minutes during break time/lunchtime.' This two minutes cannot be removed or reduced. If this happens in the afternoon, this two minutes is paid back after the last class member leaves the room.
Step 5	Internal Referral	Work completed in an alternative location with the phase leader. Parents will be informed by the class teacher if this occurs.
Step 6	Conference/Plan	Phase Leader and Class Teacher* meet with Parents and Child – Steps Early Prognosis Tool to be used.
Step 7	Formal Meeting	For a very small number of children, additional support will needed and if, after all the above has been completed, the behaviour is still difficult or dangerous then SLT will work with staff to carry out Behaviour Steps Analysis and, if needed, an Individual Risk Reduction Plan – see Section 8: Responding to Difficult or Dangerous Behaviour

- Plus SENCO/Family Support staff if appropriate

Step 1- Redirection

Gentle encouragement, a “nudge” in the right direction based on your relationship with the child.

Step 2-Reminder

A reminder of the expectations., Respectful, Prepared, Safe - delivered privately wherever possible. The teacher makes learner aware of their behaviour. The learner has a choice to do the right thing.

Give take up time, repeating reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

Step 3- Last Chance

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices.

The 30 Second Approach (Appendix 1)

Immediately remind the child of a previous example of when they were ‘doing the right thing’:

“Do you remember yesterday/last week when you help me tidy up/led the group/produced that great piece of work? That is the person I know - that is the name of child I need to see today.”

“Thank you for listening.”

Staff will then walk away, without looking back. This gives the child a chance to process. They may mutter/make a comment – staff should ignore this and continue to move away. Responding at this point is likely to escalate

the situation.

Staff will then discreetly if possible, note down what happened so that you can refer to it with the child later. The point at which this is addressed with the child will depend on that child and the staff members knowledge of and relationship with that child. – it could be at the end of the lesson, later that day or the next day. However, it is important that the incident is discussed in a restorative way in order to support the child to learn from the behaviour.

Step 4- Time Owed

- The learner is asked to speak to the teacher away from other members of the class.
- The learner is informed that they owe the teacher time (2 minutes).
- Boundaries are reset
- Learner is asked to reflect on the next step. Again, they are reminded of their previous conduct/attitude/learning
- Learner is given final opportunity to engage with the learning/follow instructions

A Restorative Conversation should take place with all children who reach Step 3 or above. This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, educational consequence for the child's actions. (See restorative questions in appendix 1). A 'think sheet' (see Appendix 2) should be used to support restorative conversations at Step 4.

Step 5- Internal Referral

If the step above is unsuccessful, then a learner will be asked to leave the room and go to their predetermined phase leader's class. If a phase leader is not available, this can be another phase leader within the school. If necessary, the learner may need to work outside a teaching area with a member of SLT. If a child has been out of class/not completed learning based on your shared minimum expectations, they are expected to complete their work during part of play/lunchtime with their class teacher.

Whenever an internal referral has been made, the class teacher needs to record this on ScholarPack (under Behaviour – Internal Referral) and the child's parent must be informed.

Staff will always deliver sanctions calmly and with care.

Step 6- Conference and Plan

If there are a significant number of internal referrals in a short period of time and/or a pattern of behaviour is observed, there will be a formal meeting with the Phase Leader, Class Teacher, Parents and the Child. At this meeting, the behaviour will be discussed and staff will work with parents to understand the reasons behind the behaviour. The Early Prognosis tool should be used (Appendix 4). As an outcome of the meeting, a letter will be sent to parents, detailing the actions/strategies that the school will now use and any strategies/actions that the parents themselves will use to support. (See Sample Letter in Appendix 3). For any child on the SEN Register, the SENCO will also be involved, and the class teacher will then ensure that these actions will be written into an Individual Support Plan. Where a child is open to either Early Help or Social Care, staff will also involve the lead professional in school, who will liaise with external professionals on their behalf.

Following the formal meeting, the Phase Leader will monitor the implementation of any actions that have been agreed. A review meeting will take place 2 weeks later at which time the actions will be reviewed to assess their impact. A further review meeting, can then be scheduled if needed.

If the support that has been put in place by the school and parents is not successful, the Phase Leader and SLT will then work with the Class Teacher to use the Behaviour Steps tools (Appendix 4) to analyse, identify and plan additional support that can be put in place. If a child has Special Educational Needs, the SENCO, should also be involved in this process. Specific examples are given below:

a.) Persistent Challenging Behaviour

Sometimes, once steps 1-6 have been tried and given time to work, there is the need to devise specific responses to inappropriate, persistent or challenging behaviours in the classroom which has led to a loss of learning or the playground which may have been unsafe. The Behaviour Steps strategies/ can be explored at this point. Teachers are encouraged to approach more experienced senior members of staff, Phase Leaders or SLT, for help to manage behaviour challenges.

b.) Pupils with SEMH concerns/SEND

Behaviour Steps strategies and tools will be used to analyse, identify and support the behaviour of children with additional needs experiencing difficulties. Class teachers, TAs, Pastoral staff, SLT and SENDCo work co-operatively to devise the best plans of action.

c.) Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take a variety of forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups. For example, on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities. It might be motivated by actual differences between children, or perceived differences.

See Anti Bullying Policy.

d.) Child on Child Abuse

Ravensthorpe Primary School recognises that children sometimes display abusive behaviour themselves and to other children and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated as “banter” or “part of growing up”. Please refer to the school’s Safeguarding/Child protection policy for further details.

8 Responding to Difficult/ Dangerous Behaviour:

Responses and consequences for serious or dangerous behaviour

Some behaviours are unsafe and do, or could, cause emotional or serious physical harm.

Where Steps to Success have not worked, the class teacher should speak to the Phase Leader.

Sequences of responses to serious and extremely serious behaviours:

- De-escalation – all staff should focus on de-escalation as the most appropriate and effective way to manage difficult or dangerous behaviour. This means changing either the experience itself or the feelings that the experience is generating in the child. Where a child is in distress, staff will use our agreed 'de-escalation script' (See annex 9 'de-escalation script'.)
- Physical Intervention In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

- Emotional Recovery – once the situation has been made safe, if the child is still feeling anxious or angry, they will be given some time and space to recover emotionally. This will vary for different children, but spaces that can offer this include: the Nest, Forest School Base, Key Stage 1 Sensory space. An adult will always be present or watching from nearby.
- The impact of difficult/dangerous behaviour on other children and adults within school must be considered. Children who have been affected by the behaviour should also be given time and space to recover emotionally, as above. Adults should also ensure that they take the time to debrief with the class teacher/phase leader/member of SLT as appropriate.
- Reflecting, repairing and restoring – after an incident where harm has been caused and once the child has had time to calm, they will be helped to reflect on what has happened, how they and others feel and the effects of what has happened. They will be guided to think about how they can repair any damage done (physical or emotion) and how to restore relationships with those affected. Phase Leaders will use 'think sheets' (see Annex) to support this process. All children will work through these with an adult. Some children may respond well to alternative approaches such as co-creating a comic strip to illustrate what happened and what other choices could have been made. This reflection will only be effective once the child is feeling calm and positive so there may be a necessary delay between an incident and the reflection process. Adults will stress that it is ok to make mistakes as long as you learn from them. Think Sheets will be scanned and added to ScholarPack.
- Consequences – consequences will be timely, fair and reparative (e.g., writing an apology letter). This may involve the loss of play or lunchtime. Any dangerous behaviour will be dealt with by a member of SLT, who will decide on the most appropriate protective and educational consequences. Protective consequences may include an individual behaviour agreement, longer term loss of privileges, fixed term exclusion or a reduced timetable. The school will work closely with relevant external agencies to support a child where dangerous behaviours are repeated.
- Incidents should be recorded by the class teacher or adult who witnessed the incident on ScholarPack. SLT will use the follow up tab on ScholarPack to record the protective and educational consequences. The child's parents will also be informed.
- If harmful and/or unsafe behaviours are frequent for a child, **then** we will consider analysing their behaviour further and setting up an individual risk reduction plan.
- Malicious allegations by children against staff will be taken very seriously. The Headteacher and parents will be involved and carefully considered actions will be taken. This could include temporary or permanent exclusion.

Individual Risk Reduction Plans (IRRP) (Appendix 4)

Some children will find it continually difficult to follow the RPS Way and therefore they will need an individualised

approach to support them. If a child is having a lot of difficulty with behaviour, SLT or the SENCO will call a behaviour review meeting involving relevant staff and the parents of the child. We understand that behaviour is often a form of communication and as such we aim to work with children and their families to find out what experiences and feelings might underlie difficult or dangerous behaviours. We use a range of tools to aid our understanding of what the possible causes might be. These include the Roots and Fruits model and Anxiety Mapping (see annexes 14 and 15). We use the Steps Flowchart guide to help us assess whether we should write an Individual Risk Reduction Plan (see annexes 16 and 17) for that child which will be shared with parents and carers. We work closely with external agencies to ensure that children and their families receive support where it is needed.

The child's class teacher will manage the individual risk reduction plan and it will be the responsibility of the teacher to brief and deploy support staff effectively. Any questions about the day-to-day management of the plan will be directed to the class teacher in the first instance.

A member of SLT will make a decision about accessing external agency advice and the Headteacher will make any decision about suspension/ exclusion (see below.)

An individual risk reduction plan is a working document and will be updated as and when needed as well as being formally reviewed on a termly basis by the class teacher with the support of the SLT and the SENCo.

It may also be appropriate to complete one or more of the following:

- Early Help (if multiple agencies are needed to support the child)
- Individual Alternative Education Plan (if the child is on a reduced timetable.)
- Individual Support Plan (for children with Special Educational needs and for any child at risk of exclusion.)

9 : Unforeseeable Behaviour

Unforeseeable behaviours are behaviours that are not covered by policy, never previously experienced or so historic that we believed they would no reoccur.

Staff dealing with unforeseeable behaviour should follow the steps above for serious and dangerous behaviour:

- De-escalation
- Removing other children from the area.
- Use physical intervention as a last resort.
- Informing the office as soon as possible, via radio or by sending a child to the office with an Emergency Card so that SLT/Emergency Services can be contacted.
- The school has a lock-down alarm that can be activated to secure the school and the fire alarm to evacuate the site.
- If the incident is off-site, staff should follow the risk assessment for the trip or visit and be aware of the Critical Incident Policy. They should follow the guidance of staff from the venue and ensure that a school phone is available to call the emergency services if needed.
- It is important that children and staff are then given time for emotional recovery and reflection, repair and restoring.
- Consequences for unforeseeable behaviour will follow the same guidance as for serious and dangerous behaviour above. In these cases, a member of SLT must be involved.

10 : Searching, Screening and Confiscation

On the rare occasion that we need to search and screen children, we will do so in accordance with government advice and statutory guidance. This means that staff can search a child or their belongings for any item if the child gives consent. The Headteacher or an authorised member of staff, also has a statutory power to search and confiscate items, without consent, if they have reasonable grounds for suspecting that the child may have a prohibited item in school (e.g. a weapon, illegal drugs, stolen items, any item that the child may be intending to cause damage or injury with.) In addition to the items outlined above, staff may also search for mobile phones and/or medicine. Children can bring mobile phones into school, but they must hand them in to the adults in their class, who will lock them away safely. They will be given back at the end of the school day. Any medicine should be handed in to the school office with a completed form and parental consent.

11: Recording, Reporting and Communication.

We use ScholarPack to record information about incidents.

When recording on ScholarPack staff must:

- Accurately record the date and time the incident took place.
- Accurately record the facts of the incident, describing the behaviour and recording the context (See Annex 'Recording Guidance')
- Record the Action taken:
 - Restorative Conversation/ (Class Teacher/Pastoral/Phase Leader/AHT/Headteacher)
 - Individual Support Plan followed
 - Individual Risk Assessment followed
 - Behaviour Review Meeting scheduled
- Complete the follow up box to detail the protective and educational consequences that have been put in place.

Staff must ensure they have checked that this child is not open to Early Help before making contact with parents. If a child is open to Early Help, staff will agree who will make contact – this could be the lead professional or the class teacher.

When speaking to parents, staff will use the same factual language that is used to record the incident and will provide details of the protective and educational consequences.

Where a child has been suspended (see Section 9), this will be confirmed in writing to the parents. A letter detailing the outcome of the reintegration meeting will also be sent to parents, following successful reintegration.

12: Exclusions and Suspensions

It is important to note that we have a duty of care to all children; therefore, if, despite support, behaviours impact adversely on the safety and wellbeing of others children or adults, the Headteacher and Governors reserve the right to exclude children who put others at risk.

Internal Suspension

Where it may not be safe for a child to be at home following a suspension, the Headteacher can use a period of internal exclusion where the child or a group of children access their learning away from their class.

Suspension (previously called Fixed Term Exclusions) : in extreme circumstances, a child may be send home for fixed period of time. On their return to school, the child and their parents will be invited to a reintegration meeting with the Headteacher or Assistant Head, the class teacher and a member of the pastoral team if appropriate.

Permanent Exclusion: the Headteacher can permanently exclude a child on disciplinary grounds. This will only be used as a last resort and in response to a serious breach or persistent breaches of our behaviour policy and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school. In such a situation the Local Authority of DfE guidelines are followed.

13: Part Time and Reduced Timetables

In exceptional circumstances, there may be a need for a child to be placed on a temporary part-time timetable. This will in instances where being in full time education is not considered to be in the best interests of the child's mental or physical health. This may be to reduce their level of anxiety, to re-integrate them after a long absence or as a protective measure, where their behaviour is persisting in causing harm to others despite all attempts to prevent it. This is a time-limited arrangements and will include a plan for support and dates for regular review as well as an end date. This will always be discussed and agreed with parents and the aim will be to work towards the child attending full time. Guidance from the Local Authority will be followed and an Individual Alternative Education Plan (IAEP) will be completed. The child will also be supported through an Individual Support Plan. Information (anonymised) about children on part-time timetables will also be shared with the Local Governing Board to help them fulfil their role in monitoring the school's provision.

14: Review

This policy will be reviewed every 3 years. It should be read in conjunction with the following policies:

- Anti-Bullying Policy
- RHSE policy
- SEN policy
- Equal Opportunities policy
- Teaching and Learning policy

Appendix 1 – Scripts

The 30 second script

- Do you remember yesterday/last week when you help me tidy up/led the group/produced that great piece of work? That is the person I know - that is the name of child I need to see today.”
- Thank you for listening.

Staff will respond to the primary behaviour, not any secondary behaviour at this point.

The 30 second script – time owed (to be delivered away from other members of the class)

- Name, you have continued to.....
- You now owe me 2 minutes of time.
- You need to (reset boundaries, reminder of what they should be doing.)
- Think about what you now need to do.
- Remember last week/day when you... (reminder of previous good conduct/attitude learning).
- That’s the Name I know – that’s the person I need to see today.
- Thank you for listening.

Restorative Script

- What happened?
- What are you thinking and feeling now?
- Who else has been affected?
- How can we stop this from happening again? (actions child/staff could take)
- How will you keep to it?

Restorative approaches range from: a quick ‘restorative chat’ in a corridor right up to a full class room conference in which there may be as many as thirty people involved.

A restorative approach is highly effective because it:

- Transforms wrong doing into a learning opportunity
- Supports the needs of the ‘harmed’
- Creates obligations and support for ‘wrongdoers’
- Encourages a school-wide culture of mutual respect and care

De-escalation script

- Learner’s name
- I can see something has happened...
- I am here to help...
- Talk and I will listen...
- Come with me and...

Appendix 2 – Think Sheets

Think Sheet 1

EMPATHETIC



Name:

Date:

Time:

Class:

What happened?



What were people feeling and thinking at the time?



How can you fix things?

Notes from the adult after talking this through:

Consequences (protective/educational):

Think Sheet 2

EMPATHETIC

Name:

Date:

Time:

Class:



What happened?



What were people feeling and thinking at the time?



Who was affected? How?



How can you fix things?



What will you do next time instead? What have you learnt?



Notes from the adult after talking this through:

Consequences (protective/educational):

Think Sheet 3



Name:

Date:

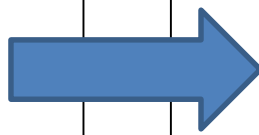
Time:

Class:

When I did this



This happened



Next time I will:



My contract:

Next time I will make better choices Signed:

..... (child)

..... (teacher)

Consequences (protective/educational):

Appendix 3 – Letter to Parents following Conference

Date

Parents Name

Address

Address

Address

Dear

Re: Name of Child, Class, Date of Birth

Thank you for attending the meeting today regarding your son/daughter, Name of Child. It was explained that Name's recent behaviour, which had included leaving the classroom, refusing to follow instructions, was in breach of our school rules of 'Be respectful, Be Prepared, Be Safe.'

Support actions agreed by school (Examples – these must be personalised and should be based on the actions on the Early Prognosis tool)

- NAME will be able to access a safe space outside the classroom whenever she feels angry or upset.
- NAME will be supported to understand when she needs to use this room by adults within the year group.
- All adults working with NAME will be aware of the actions agreed and use the same script when supporting NAME.

Actions agreed by Pupil and Parent (Examples)

- Name will use her safe space to help her when she feels angry or upset, but will return to the classroom when she feels able to.
- Parents will share any strategies that work at home with Name with school.
- Parents will review the Individual Support Plan and Early Prognosis tool and provide feedback to the school about any additional strategies that could be trialled.

We appreciate your continued support with NAME and by working together we can support him/her to meet his/her full potential. If you have any issues that you would like to raise please get in touch in the first instance with NAME (Class Teacher), Mrs Ryder (Safeguarding and Family Engagement Officer), (If on SEN Register) Mrs Deegan (SENCo) or myself.

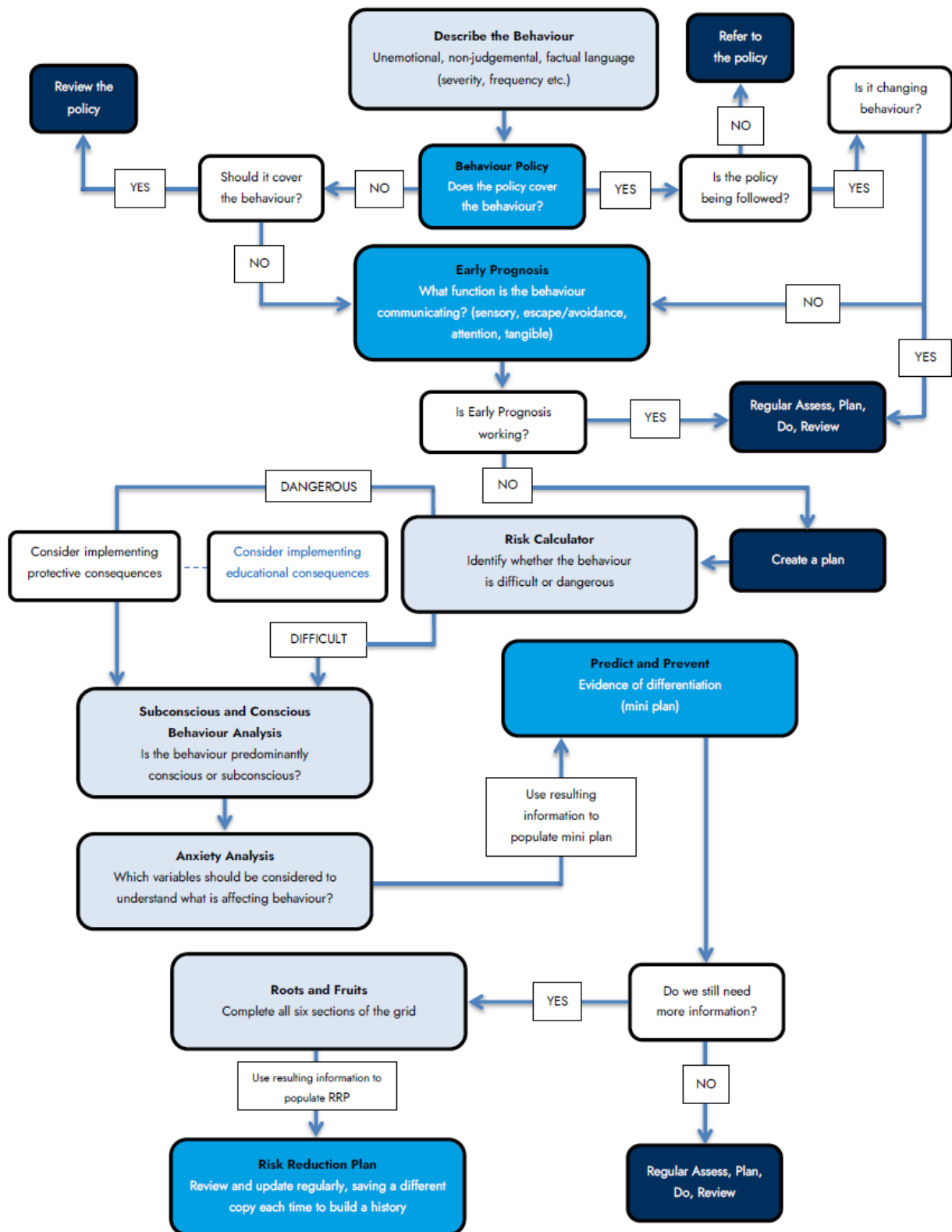
Yours sincerely

Name

Phase Leader

Appendix 4 - Behaviour Steps Tools

Cambridgeshire Steps Flowchart



Early Prognosis

Student Name:

School / Setting:

Year Group:

Plan Co-ordinator:

Date:

<div>The behaviour <small>An unemotional, non-judgemental, accurate description, including the severity and frequency. What do you see? What do you hear?</small></div>																	
<div>Context (home and school)</div>		<div>Diagnosis</div>															
<table><tr><td colspan="3">Function</td></tr><tr><td>Sensory</td><td></td><td>Action:</td></tr><tr><td>Escape or avoidance</td><td></td><td>Action:</td></tr><tr><td>Attention</td><td></td><td>Action:</td></tr><tr><td>Tangible gain</td><td></td><td>Action:</td></tr></table>		Function			Sensory		Action:	Escape or avoidance		Action:	Attention		Action:	Tangible gain		Action:	<div>Cultural Expectations</div>
Function																	
Sensory		Action:															
Escape or avoidance		Action:															
Attention		Action:															
Tangible gain		Action:															
<div>Hypothesis</div> <div>Action</div>																	

Risk Calculator

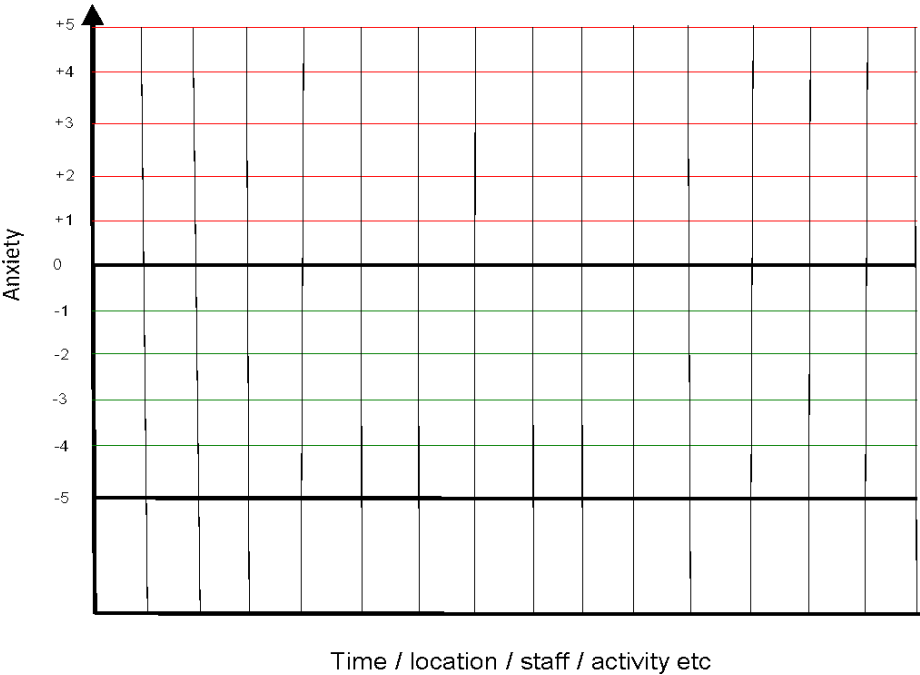
Name	
Date of birth	00/01/1900
Date of assessment	

Harm / Behaviour	Opinion or Evidenced O / E	Conscious or Subconscious C / S	Seriousness of harm (A) 1/2/3/4	Probability of harm (B) 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal Offence					
Harm from absconding					

Risks which score 6 or more (probability x seriousness) should have strategies listed on the risk reduction plan

Seriousness	
1	Evidence of upset or disruption
2	Evidence of needing support internally from our school resources – e.g first aid, nurture, budget allocation
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson
Probability	
1	Yearly or less. No identified triggers remain. There is evidence of historical risk and no evidence of current risk
2	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely
3	Weekly or less. The risk of harm is more likely than not to occur again
4	Daily or constantly. The risk of harm is persistent

Anxiety Mapping



Therapeutic Tree
Roots and Fruits

Name:		Year group:	
Antisocial / Difficult / Dangerous behaviours		Prosocial behaviours	
Difficult	Dangerous	What are the small, achievable targets the plan will direct staff to look out for and respond to?	
Negative feelings		Positive feelings	
Negative experiences (Risk factors)		Positive experiences (Protective factors)	

Risk Reduction Plan Example

Student Name:

School/Setting:

Year Group:

Plan Co-Ordinator:

Date of Plan:

Review Date:

Risk reduction measures and differentiation (to respond to triggers)	
What are the differentiated experiences we give this child to help lower anxiety and create pro-social feelings and behaviours?	How are these measures used? (Times & durations, planned scripts, planned activities, who is doing what, when are they doing it, where, which adults are involved, which peers are involved, contingency arrangements.
Prosocial behaviour	Strategies to respond
What does it look like when they are stable and displaying prosocial behaviours?	What do you want staff to do or say when they observe each of the positive behaviours?

Anxiety/DIFFICULT behaviours	Strategies to respond
These should be the first signs the individual is becoming antisocial. The individual no longer displays the prosocial behaviour. The behaviour is difficult but there is no imminent risk of harm to self or others or risk of damage to property	What do you want staff to do or say when they observe each of the listed anxiety, antisocial or difficult behaviours?
Crisis/DANGEROUS behaviours	Strategies to respond
This box can be left empty if there are no dangerous behaviours. A dangerous behaviour is one which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the child was the age of criminal responsibility	What do you want staff to do or say when they observe each of the listed crisis, antisocial, dangerous behaviours?

Post-incident recover and debrief measures
What are the structured conversations that are needed, and how is best placed to have these? How long after the incident will they occur?

Signature of Plan Co-ordinator Date:

Signature of Parent/carer: Date:

Signature of child: Date:

